DOCUMENT RESUME

ED 048 170 SP 007 057

TITLE	Regions of Extractive Economic Activities. Resource Unit III, Grade 4. Providence Social Studies Curriculum Project.
INSTITUTION	Providence Public Schools, R.I.; Rhode Island Coll., Providence.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Cooperative Research Program.
REPORT NO	CRP-6-1195
PUB DATE	68
NOTE	22p.; Part of a set of resource units and curriculum overviews for K-12 social studies
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*Curriculum Guides, *Grade 4, *Social Studies, *Urban Teaching

ABSTRACT

GRADES OR AGES: Grade 4. SUBJECT MATTER: Social studies, regions of extractive economic activities. ORGANIZATION AND PHYSICAL APPEARANCE: The major portion of the guide is divided into five subunits, each of which is laid out in three columns, one each for topics, activities, and materials. It is mimeographed and staple-bound with a paper cover. OBJECTIVES AND ACTIVITIES: Objectives of the unit are listed on the first page. Activities are listed in the second column of each subunit. Each group of activities is related to a topic in the first column. INSTRUCTIONAL MATERIALS: Materials are listed in the third column of each subunit. Each group of materials is related to one or more activities. In addition, an appendix lists relevant articles from National Geographic. STUDENT ASSESSMENT: A one-page section entitled "Evaluation" lists four methods, such as having students write essays and draw maps. OPTIONS: The guide is prescriptive as to course content and timing. Activities and materials listed are optional. (RT)

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PROVIDENCE SOCIAL STUDIES CURRICULUM PROJECT

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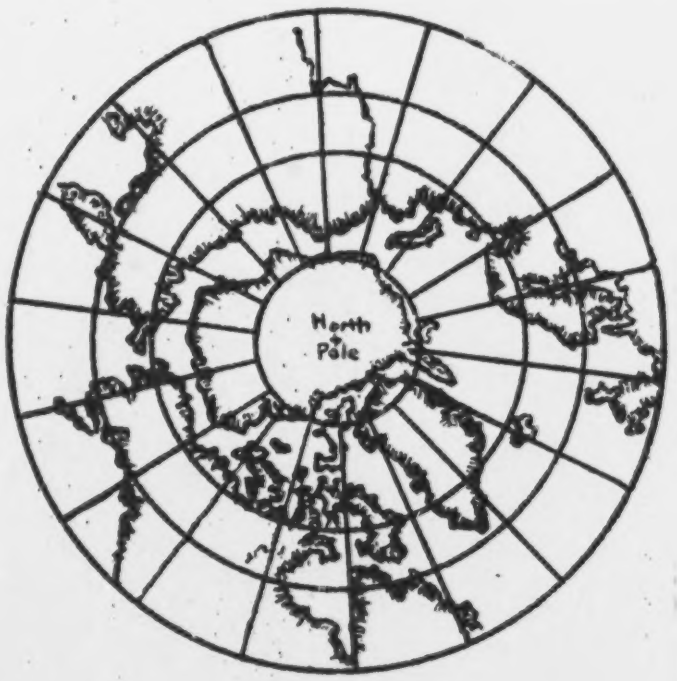
REGIONS OF EXTRACTIVE ECONOMIC ACTIVITIES
RESOURCE UNIT III
GRADE 4



RHODE ISLAND COLLEGE
PROVIDENCE PUBLIC SCHOOLS

SP007057

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REGIONS OF EXTRACTIVE ECONOMIC ACTIVITIES

SUGGESTED TIME: 12-15 WEEKS

I. AIMS

1. To be aware of similarities and differences of various regions of extractive economic activity and understand why they exist.

2. To realize the multiplicity of choices which are created as man increases his control over the natural environment

3. To understand the interdependence of regions of extractive economic activity with metropolitan regions, especially the idea of "market".

4. To develop the ability to use various types of maps which contain data pertinent to the understanding of regions of extractive economic activity.

II. GENERALIZATIONS

1. Regions of extractive activity exist in all parts of the world.

2. Regions of extractive economic activity utilize natural resources directly as their economic base.

3. Man is the essential element in determining the value of any natural resource.

4. Change and development in the use of natural resources in the various regions of extractive economic activity depend upon needs and wants, education, natural distribution of resources, geographical conditions, advances in technology, and prosperity.

5. Regions of extractive activity are interdependent with metropolitan regions and therefore depend for their survival upon transportation and communication.

6. Markets exist throughout the steps involved in developing an extracted raw material into some product.

7. An international pattern of trading natural resources has developed to accommodate needs because of the natural and uneven distribution of resources.

III. DEVELOPMENT OF UNIT

A. GENERAL

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What is a natural resource?	Discuss resources as being something of value. Explain natural resource as something supplied by nature. Give a few examples such as water, forests. Have children supply other examples. Display pictures of many types of natural resources.	Ginn: Three Billion Neighbors pp. 9-15 Silver Burdett People Use the Earth pp. 9-17; 171-179; 181-197 Fideler: Northeast pp. 370; 128-142
What types of resources are there?	Explain that oil, coal, mineral deposits, fish, and soil can all be considered natural resources. Have a group of children collect pictures or make their own pictures of as many natural resources as they can.	Picture sets of regions Harper & Row Basic Social Studies - 4 Fideler: Northeast pp. 133-142; 157.
What are regions of extractive activity?	Through the use of pictures illustrating farming, forestry, fishing and mining elicit the idea that in all these activities some product that man can use is being removed from the earth. Include in the discussion varied uses of resources such as herding, grazing and water power.	Rand McNally: Classroom Atlas pp. 26-27; 28-29 Harper & Row Basic Social Studies - 4 (entire book deals with resources)
What are some of the characteristics of regions of extractive activities?	Through the use of political, land formation and natural vegetation maps develop the idea that a natural resource region can go beyond political units. For example, what belt in North America goes right into Canada? Have children work with an outline map of the United States placing symbols for natural resources on their map or have a group make one large resource map on bulletin board.	Magazines Art Supplies Outline maps of United States Art Supplies

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Through these activities develop the idea of unequal distribution of natural resources.	
	In all these activities, be certain to develop the idea that the metropolitan region of Providence lacks natural resources, other than water and human resources	Benefic: You and Chicago p. 46 Map Benefic: You and the Community p. 70 Map
	Have a group of children research to find if this is true of other United States metropolitan regions and for metropolitan regions outside the United States of America.	Fideler: Northeast pp. 135,136,139, 142 (maps and charts) Harper & Row: Basic Social Studies-4
What is done to correct natural distribution?	Ask how many children have oil heat at home. Where does the oil come from? There are no oil fields and derricks in Providence. How many have seen the storage tanks along Allens Avenue and Barrington Parkway?	Benefic: You and Chicago pp. 45-49; 147-167 Scott Foresman: In City, Town and Country pp. 154-166 Laidlaw: Understand Japan
	Elicit the idea of tankers and other ships bringing resources to Providence and other metropolitian regions. Discuss the importance of trade routes.	
Why do men engage in extractive activity?	Review what the extractive activities are.	Fideler: Soviet Unit The British Isles Fideler: Northeast p. 181 (map)
	Discuss the idea of men needing food and clothing wherever they live.	Scott Foresman: In City, Town and Country pp. 154-170
	Discuss early transportation and communication and their relation to supporting man's basic needs. Methods of transportation and communication were slow and unreliable. Man had to supply his own needs.	Maps of trade routes
	Extracting raw materials is also a means of earning a living.	

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What factors determine the value of any natural resource?	Discuss man's needs and wants and his choice in determining the possible uses of natural resources. How can the discovery of new materials or the coming of new inventions change the importance of a region of the world? How may this change the work men do?	Benefic: You and Chicago pp. 44-54 Benefic: You and the Community pp. 57-100 Laidlaw: Understanding Japan pp. 1-14 Fideler: Transportation pp. 83-90 Benefic: You and the Community pp. 36-43
What determines the particular choice of activity in any region?	Discuss the physical aspects of resources, climate, soil, water, landscape and the cultural aspects of the inhabitants. Speculate-using the above characteristics--some logical, some illogical Ireland - no fishing Norway - fishing	Fideler: Northeast pp. 115-116 Ginn: Three Billion Neighbors pp. 86-97 Fideler: Northeast pp. 11-127 Benefic: You and the Community pp. 105-209 Fideler: Transportation
What is the relationship of government and extractive region activity?	Discuss the need to protect people through trade controls, interstate commerce, and so forth.	Harper & Row: Basic Social Studies-4 pp. 39-49 Natural resource map World Almanac Benefic: You and Chicago p. 75 Silver Burdett: .. People Use the Earth pp. 169-235 Films C-25 "Conservation of Natural Resource" T-10 "To Market, To Market" Y-205 "You Can't Live Without It" Teacher References: Galbreth, J. K. Affluent Society Frankel, Charles Democratic Prospect

DEVELOPMENT OF UNIT (cont'd.)

B. FARMING

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Why is farming the basic extractive activity?	Develop idea that all men must eat. Have students do research on what are minimum food requirements for healthy survival.	Health books Filmstrip H-S-P-2-a "Foods for Good Health"
A. What are the major types of farming?	Have students discuss then do research and make a list. Include: grain crops livestock dairy fruit growing	Reference materials are not listed for each question. The following references are for the entire farming unit. They are followed by a list of films and filmstrips which can be used throughout the unit.
B. Where are the major commerical farming regions in the world found?	. The Great Plains of the United States and Canada . Wheat stations of Australia and New Zealand . Cattle and sheep ranches of Argentina . Cattle and sheep ranches of Western United States . Southeast Asia . Mediterranean . Soviet Union - Ukraine	Books Fideler: Transportation Harper & Row: Basic Social Studies - 4 pp. 34-184 Scott Foresman: In City Town and Country pp. 154-159 Fideler: The British Isles pp. 45-54 Fideler: Soviet Union pp. 83-94 Fideler: Northeast pp. 157-170 Ginn: Three Billion Neighbors pp. 44-51 Ginn: Your Towns and Cities pp. 50-68; 186-191

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What is the parallel between development in farming regions and development in technology?	Have the students answer the question: How do men change farming regions? Discuss improved methods of irrigation, fertilizer. Through research have students find rotation plans for crops-always emphasizing "why". Through research have students construct chart of machines and equipment pertinent to farming illustrating progress. Through research have the students construct a progressive chart of transportation. Through research have students discover methods of communication important to farmer. Discuss all the above as they influenced greater movements of goods to more markets. Discuss the benefits derived from advances in communication, transportation and technology. Telegraph, telephone, mail, radio and television, newspapers mean growth of cities near farm regions. Cities manufacture goods from crops. Farms get manufactured tools and equipment. . weather information means loss or saving of money . new inventions may mean new use for crop Compare the amount of time spent to prepare the soil, plant and harvest crops- by hand by animal and plow by advanced machinery	Films T-10 "To Market To Market" W-26 "Wheat Farming" C-204 "Cattle and Corn Belt" C-8(a,b) "Cattleman" C-47(a,b) "Cotton" C-37(a,b) "Corn Farmer" G-6 "Golden Fleece" C-8(a,h) "Grain That Built a Hemisphere" H-8 "Henry Browne, Farmer" H-15 "Home on the Range" Filmstrips SS-A-8-a Wheat Farmer SS-A-8-b Corn Farm SS-A-8-c Truck Farmer

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Have individuals read and report on biographies of pertinent people and their achievements which have aided in agricultural development. Discuss: . education of farmers (farming is a science) rotation, which crops, how to care for them, knowledge of markets. . Customs of region (include religion-example, Amish) . methods and tools . distance to market . unequal distribution of resources . not enough mechanical progress . part of soil washes away, insects eat plants, single crop, land too soft, must work manually.. . geographic location, oasis farming, India, Pakistan . according to monsoon.	SS-A-8-d Orange Grower SS-A-8-e Cattleman SS-A-8-f Irrigation SS-C-4-d Wheat Farmers of Western Canada SS-C-23-a American Farmer SS-C-23-c Living On A Farm SS-C-51-b Farming in Chile SS-E-12 Farmer-Fisherman (Norway) SS-L-2-a Milking SS-L-2-b Gathering Eggs SS-L-2-d Feeding Animals SS-L-2-d Haying SS-L-2-e Picking Fruit SS-L-2-f Picking Vegetables SS-M-18-d Agriculture in Japan
What is the world significance of farming?	Have the children list on a chart or bulletin board the products used in their homes that may have come from farms or plantations. Discuss the relationship between farming and employment. What jobs has farming created in farming regions and metropolitan regions. The location of some kinds of farms is determined by the presence of cities such as: dairy, poultry, and vegetable farms.	SS-M-10-c Farmers of Mexico SS-N-7-c New England States-Agriculture SS-S-18 Story of Our Food, Part II Farm to Table

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Discuss how agricultural products are essential to people who live and work in cities. Stress interdependence. Group work: each group constructs a story or report on a particular farm product telling the sequential steps and workers involved from the preparation of soil to buying in a store. Each group can usually illustrate the report to show workers, transportation and so forth.	
What is the relationship of government and farming activities?	Have the children do research on this question. Have them investigate the government's role in standardization, weights and measurement, interstate trucking, controls of land use, irrigation water, flood control, subsidies to farmers and so forth. Discuss cooperative extension services from State Universities. Note Wherever possible information on regions throughout the world should be obtained, not just the United States.	

Development of Unit (cont'd)

These questions are to be utilized in working on specific regions. The idea of teacher-pupil planning and group work is essential here. Questions for each region can be proposed and evaluated by students.

What questions should be asked about a farming region?

What is the difference between subsistence farming and commercial farming?

How large or small may a farm be?

What factors affect the size of a farm?

What are the main crops of the region?

What determines the choice of a particular crop in a region? (Include the idea of cultural preference)

What are the farming methods?

What is the world significance of the particular crop?

Discuss unbalance and trade.

DEVELOPMENT OF UNIT (cont'd.)

C. FISHING

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What are the varieties of fish most commonly used for human consumption?	Have the students do research and make a list.	Reference materials are not listed for each question. The following references are for the entire fishing unit. They are followed by filmstrips and films which can be used throughout the unit.
Where are the major fishing regions of the world found?	Have the students determine- • Pacific Coast of United States and Canada • Atlantic Coast of United States and Canada • Northwest Coast of Europe • Coasts of Japan	
What determines the location of the great fishing regions which are used commercially?	Discuss: • Presence of valuable fish in quantity •• abundance of food for fish in North Atlantic and North Pacific • water temperature • land population-market • good harbors-irregular coasts Use various maps to discover characteristics about places where world's fishermen live Population-How does population influence the market? Landform map: What type of landforms near the coastline? Note: mountains, plains, irregular coastline. Transportation-Are these fishing regions served by major railroad, highway, and water routes?	Books Laidlaw: Understanding Japan pp. 13-14; 24-25 Harper & Row Basic Social Studies-4 pp. 279-298 Silver Burdett: People Use the Earth pp. 232-234 Fideler: Transportation pp. 20-24 Ginn: Three Billion Neighbors pp. 86-97; 44-51 Fideler: Northeast pp. 140-142;246; 258-259; 265; 273-274; 290; 305; 328 (R. I.) Fideler: Soviet Union pp. 112-114 Fideler: British Isles pp. 55-62 Ginn: Your Towns and Cities p. 185

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What is the parallel between developments in fishing regions and developments in technology?	Discuss improved transportation: refrigerated trucking, shipbuilding developments, and new equipment. Discuss new methods: drying and salting freezing canneries Discuss the above as they influence the greater movement of goods to more markets. Discuss increased knowledge of tides, currents, etc. Discuss how communication devices aid in storm warning, locating fish and shore communication.	Filmstrips SS-C-4-a Fisherman of Nova Scotia SS-L-15-d Japanese Fisherman SS-M-18-f Commercial Fishing in Japan SS-S-6-b Harbor SS-S-6-e Lighthouse SS-A-8-h Shell-Fishing SS-A-8-g New England Fisherman Films L-30 "Life in a Fishing Village" N-17 "New England Fisherman" S-12 "Shell-Fishing"
What is the world significance of fishing?	Have the children list on a chart or bulletin board the products used in their homes that may have come from fishing regions. Discuss the relationship between fishing and employment. What jobs has fishing created in fishing regions and metropolitan regions? Throughout the discussion tie the material to metropolitan Providence. Discuss Point Judith, tuna plants, Providence. Discuss how fishing products are essential to people who live and work in cities. Emphasize interdependence and that the ocean may be the major source of food for man as he uses up the land.	
What is the relationship of government and fishing activities?	Consider: sanitation plants coast guard conservation packing labeling	

Development of Unit (cont'd)

These questions are to be utilized in working on specific regions. The idea of teacher-pupil planning and group work is essential here. Questions for each region can be proposed and evaluated by students. What questions should be asked about a fishing region?

What is the main type of fish in the region?

What fishing methods are used?

What is the area for marketing processed fish?

What are the significant problems?

What is the world significance of the particular type of fish?

DEVELOPMENT OF UNIT (cont'd.)

D. FORESTRY

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What are the major uses of timber?	Have students do research to discover the types of woods. Soft woods would be fir, pine, spruce, hemlock, etc. Hard woods would be maple, mahogany, walnut, oak, ash, etc. (trees which lose their leaves are generally hard woods.) Discuss the uses for construction, fuel, paper, furniture, etc.	Reference materials are not listed for each question. The following references are for the entire fishing unit. They are followed by filmstrips and films which can be used throughout the unit. Books Silver Burdett: People Use the Earth pp. 171-216 Harper & Row Basic Social Studies -4 pp. 185-207 Benefic: You and the Community pp. 82-89 Laidlaw: Understanding Japan p. 11 Scott Foresman: In City, Town and Country pp. 90-93; 163 Fideler: Northeast pp. 137-140; 235; 237;246; 255; 258; 265; 274; 283; 291; 305; 316-317; 334-335 Fideler: Soviet Union pp. 16-18; 111-112 Ginn: Your Towns and Cities pp. 100-105; 196-198; 199-200 Films L-28 Lumber for Houses L-211 Lumber States L-42 Lumberyard (with record)
Where are the great forest regions of the world located?	Northwest and Northeast United States and Canada Southeast United States Northern Europe Northern Asia Tropics (Africa and Latin America) Southeast Asia East India	
What determines the location of the great commercial forest regions?	How do particular trees fill local and world needs? Is the climate favorable to forest growth and work? Do good transportation facilities exist in the forest region? Utilize many types of maps to answer the above questions and to discover characteristics about places where world forest regions exist.	
What is the parallel between developments in forestry and technology?	Have a group of students construct a bulletin board or chart showing the advancement in machinery used in forestry. Discuss the development of plywood.	

DEVELOPMENT OF UNIT (Cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Discuss need for conservation in some areas; overuse of forest cover has destroyed it; tree farms, nurseries-which help to assure future production.	Filmstrips SS-S-2-3 Story of West Coast Lumber SS-C-4-Logging in Canadian Forests SS-F-8 Forests of United States
What is the world significance of the forest regions?	Have groups of pupils gather information on the variety of resources extracted from the forest: lumber, cork and latex, sap of sugar maple tree, resin, nuts, and gum Consider the need of these products for the survival of a metropolitan region. Emphasize interdependence. Through questioning, pictures of forest regions and population maps, elicit the understanding of sparse population settlement in these extractive regions. Have pupils bring in and display items which they think are manufactured in a metropolitan region through the use of forest resources. Invite local persons in industry who utilize forest resources to discuss their activities with the students. Discuss the employment opportunities made possible by the use of a forest as a raw material. Through questioning and discussion speculate on various trade patterns evolved because of the uneven distribution.	
What is the relationship between government and forest region activities?	Discuss- national forests conservation laws: forestry methods, work of forest rangers, flood control, erosion control. subsidies to woodlot owners. Be sure to include the Green Acres Project in Rhode Island.	

Development of Unit (cont'd)

These questions are to be utilized in working on specific regions. The idea of teacher-pupil planning and group work is essential here. Questions for each region can be proposed and evaluated by students.
What questions should be asked about a forest region?

What is the main type of forest in the region?

What are the main products of the forest?

What forestry methods are used?

What is the world significance of the particular forest resource?

Why is forest conservation and planting of major importance?

DEVELOPMENT OF UNIT (cont'd.)

E. MINING

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What are the valuable mineral resources?	Discuss with students the value of mineral resources such as coal, iron, petroleum, copper. Have students research to find as many other valuable minerals as possible. Utilizing the mineral resource map discuss the legend and have the students interpret the map. Have them indicate through use of the legend where men work with petroleum and where the other mines are located.	Reference materials are not listed for each question. The following references are for the entire mining unit. They are followed by filmstrips and films which can be used throughout the unit. Map-Major Mining Regions Basic Social Studies-4 pp.222-223
Where are the great mineral resource regions of the world found?	Discuss the variety in methods of mining. Through the use of the map of mineral resources seek to have the students determine where regions are. Discuss recent discoveries: oil in Sahara iron ore in Venezuela	Books Silver Burdett People Use the Earth p. 15; 53-67;83;95 Benefic: You and the Community pp. 48;172 Harper & Row: Basic Social Studies-4 pp. 208-249 Fideler: Northeast pp. 108-129; 133-137 152-154; 237; 258; 274; 284; 290; 304-305; 315-316; 328-334 340-341 Fideler: Life in Europe: British Isles pp. 63-70; 100 Fideler: Soviet Union pp. 104;106 Ginn: Three Billion Neighbors PP. 11-12; 91;95
What is the parallel between developments in technology and developments in mineral resource regions?	Discuss the early use of tools and work done by hand. Discuss the use of new power machines. Through questioning and discussion elicit the idea of new inventions meaning an increase in the amount of mining. Discuss improved transportation being essential for mining industry (such as transportation in hills, mountains, tunnels) Discuss above as they are essential for greater movement of goods to an increased market.	

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What is the world significance of mineral regions?	Reintroduce a discussion of needs and wants. Consider the necessity of having a product to trade. Consider the need of raw materials in a metropolitan region. Have students bring in pictures of machines which require minerals for their construction and/or operation. Invite local persons in industry who utilize mineral resources to discuss these activities with students. Discuss employment opportunities made possible by using mineral resources. Discuss and do research on: conservation government controls safety evils of "strip mining" Use examples of all world regions.	Laidlaw: Understanding Japan pp. 12-13 Ginn: Your Towns and Cities pp. 90-99; 106-110 Filmstrips SS-C-16 Coal Miners SS-O-28-a Iron and Steel Films C-25 Conservation of Natural Resources

These questions are to be utilized in working on specific regions. The idea of teacher-pupil planning and group work is essential here. Questions for each region can be proposed and evaluated by students.
What questions should be asked about a mining region?

What is the economic base of the region?

What are the mining methods?

What are the significant problems?

What is the world significance of the particular mining resource?

EVALUATION

1. Have students give written interpretations of the interdependance of the metropolitan region and the regions of extractive activities.

2. Have pupils draw pictures of the processing of raw materials and the transportation to market of the the materials. Perhaps, they can create a booklet of their stories and pictures.

3. Determine cooperatively (pupil, teacher) whether purposes of the study have been accomplished.
   A. Discuss to reinforce concepts.
   B. Review aims.

4. Identify new skills developed.

VOCABULARY

abundance
climate
commercial
conservation
crop rotation
drought
employment
extractive
fertilizer
forester
growing season
interstate
irrigation
landform maps
lumber
markets
mineral
mineral deposits
natural resource
natural resource distribution
petroleum
population map
processing
product map
rainfall map
raw materials
refinery
soil
subsistence
surplus
timber
trade
trade patterns
transportation
tree farm
truck farms
weather
workers

APPENDIX A

NATIONAL GEORGRAPHIC MAGAZINES

Agriculture

Title	Issue
Aroostock County, Maine, Source of Potatoes	October, 1948
California, Horn of Plenty	May, 1949
North Dakota Comes into Its Own	September, 1951
Greener Fields of Georgia (cotton)	March, 1954
Lure of Changing Desert (dates)	June, 1954
How Fruit Came to America	September, 1951
Our Vegetable Travelers	August, 1949
Because It Rains on Hawaii	Movember, 1949
Hawaii	July, 1960
Backwoods Japan During American Occupation	April, 1947
Land of Louisiana Sugar Kings	April, 1958
Sugar Weather in the Green Mountains	April, 1954

Fishing

Title	Issue
Shad in the Shadow of Skyscrapers	March, 1947
Menhaden - Uncle Sam's Top Commerical Fish	June, 1949
Shrimpers Strike Gold in the Gulf	May, 1957
Newfoundland, Canada's New Province (cod)	June, 1949
Shrimp Nursery: Science Explores New Ways to Farm the Sea	May, 1965

Fur Industry

Title	Issue
Fur Seal Herd Comes of Age	April, 1952
Men, Moose, and Mink of Northwest Angle	August, 1947
Romance of American Fur	March, 1948
Cajunland, Louisiana's French-Speaking Coast	March, 1966

Herding

Title	Issue
Lonely Sentinels of the American West	June, 1960

Mining

Title	Issue
From Tucson to Tombstone (copper)	September, 1953
Montana, Shining Mountain Treasureland (copper)	June, 1950
Minnesota Makes Ideas Pay (Iron)	September, 1949
Pittsburg: Workshop of the Titans (coal-iron)	July, 1949
Along the Yukon Trail (gold)	September, 1953

Lumbering

Title	Issue
Beauty and Bounty of Southern State Trees	October, 1957
Idaho Loggers Battle a River	July, 1951
Versatile Wood Waits on Mau	July, 1951
Wealth and Wonder of Northern State Trees	November, 1955